



BROOK GLENN ELEMENTARY

2003 East Lee Road
Taylors, South Carolina

Grades	PK-5 Elementary School	
Enrollment	429 Students	
Principal	Bernice M. Jackson	864-355-4710
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Good*
2009	Average	Average
2008	Average	At-Risk
2007	Average	Good
2006	Average	Good

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

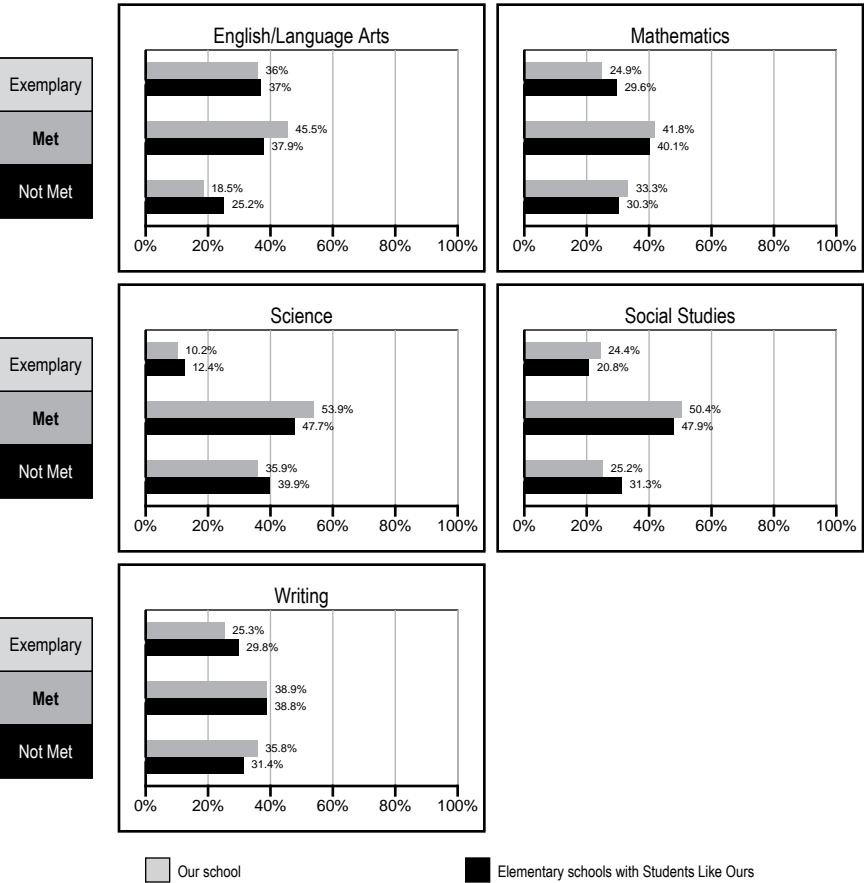
97.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	18	98	9	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=429)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.4%	Down from 3.1%	1.4%	1.2%
Attendance rate	96.5%	Down from 96.6%	95.7%	96.1%
Eligible for gifted and talented	10.3%	No Change	10.3%	11.7%
With disabilities other than speech	10.8%	Down from 11.6%	8.9%	8.0%
Older than usual for grade	0.9%	Up from 0.8%	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	64.5%	Up from 50.0%	60.7%	60.5%
Continuing contract teachers	87.1%	Up from 81.3%	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	82.8%	Up from 82.7%	87.5%	87.0%
Teacher attendance rate	96.2%	Up from 93.2%	94.9%	95.4%
Average teacher salary*	\$46,685	Down 0.5%	\$47,073	\$47,288
Professional development days/teacher	20.8 days	Down from 31.0 days	10.9 days	10.5 days
School				
Principal's years at school	7.5	Up from 6.5	4.0	4.0
Student-teacher ratio in core subjects	19.4 to 1	Up from 19.1 to 1	19.2 to 1	19.2 to 1
Prime instructional time	93.0%	Up from 89.3%	89.7%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.6%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,427	Up 1.0%	\$7,533	\$7,548
Percent of expenditures for instruction**	66.7%	Up from 64.0%	67.4%	68.7%
Percent of expenditures for teacher salaries**	63.6%	Up from 60.6%	64.4%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Brook Glenn Elementary, a small community school, is truly a place where children grow and learn in a safe nurturing environment, guided and supported by a talented and caring staff. Brook Glenn prides itself on fostering good character and respect. It enjoys the partnerships of parents and the community in promoting these traits. We proudly serve a multi-cultural student population of 441 students from preschool to fifth grade. A staff of highly qualified teachers, which includes National Board certified and Donor's Choice grant recipients, is committed to providing our students with educational experiences using best practices in all content areas. Brook Glenn is proud of earning AYP status 6 out of 7 years. We work very hard to improve student performance on test scores. Our teachers are dedicated and our students are diligent.

Our mission is to educate all students through high expectations, quality instruction, and allow students to spread their wings and Soar to Success. Our curriculum is designed to meet state standards with classrooms equipped with Internet accessible computers, Promethean Boards / Smart Boards, and Activotes. Students have access to a science lab, computer lab, and 2- mobile laptop labs; and are able to interactive with learning, increase their computer literacy skills, and create computer-based projects that connect to classroom activities.

The school is organized to ensure a family friendly environment. Parent, local businesses, organizations, and community participation is encouraged and welcomed. The school has an active PTA and School Improvement Council (SIC). The educational support is invaluable to our success. Our joint efforts include sponsoring educational events, holding evening activities for the entire family, funding field trips, teacher grants, playground equipment, Science Fun Day, and Accelerated Reading Program. We believe that education should focus on the whole child and provide leadership opportunities, academics, physical, social, and emotional development. We exercise the mind and body. Together we provide a safe and challenging learning environment which affords students a sound foundation for the future and encourages pride, respect and a love of learning. Our special area programs include PE Mileage Club, Morning Hip-Hop Exercise, participation in local races, Chorus, Good News, SCORE, and Art Clubs. Student support activities include Terrific Kids Program, Book Buddies, Resource, Guidance Clubs, Student Council, and Safety Patrols. Our academic activities consist of Awards programs each nine weeks, student –led conferences, an organic garden, ESOL, Accelerated Reader, Parent Curriculum Nights, and mentoring / tutoring from local colleges, universities, and high schools students.

Our students are proud to be Brook Glenn Eagles; and we are proud of them. The Brook Glenn Eagles family believes it takes a community of parents, teachers, students, administrators, and the community working together to ensure academic success so all Brook Glenn Eagles can ...*"Soar to Success"*.

Bernice M. Jackson, Principal

Kim McAllister, SIC Chairperson

	Teachers	Students*	Parents*
Number of surveys returned	25	73	42
Percent satisfied with learning environment	87.5%	90.4%	90.5%
Percent satisfied with social and physical environment	91.7%	87.7%	90.2%
Percent satisfied with school-home relations	62.5%	89.0%	87.5%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 19 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	213	99.1	18.5	45.5	36	93.7	84.7	83.5	Yes	Yes
Gender										
Male	93	97.9	18.8	51.3	30	92.5	81.3	80.1	N/A	N/A
Female	120	100	18.3	41.3	40.4	94.5	88.3	87	N/A	N/A
Racial/Ethnic Group										
White	89	98.9	13.1	36.9	50	95.2	90	89.6	Yes	Yes
African American	70	100	24.2	51.6	24.2	91.9	73.4	74.6	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	94.3	92.7	I/S	I/S
Hispanic	40	97.5	20.7	62.1	17.2	93.1	78.4	79.6	I/S	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	89.7	85.1	I/S	I/S
Disability Status										
Disabled	32	100	41.9	45.2	12.9	80.6	53.3	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	39	97.4	23.5	55.9	20.6	94.1	78.7	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	150	98.7	20.3	47.7	32	93.8	76.1	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	213	99.1	33.3	41.8	24.9	81.5	82	80.4	Yes	Yes
Gender										
Male	93	97.9	37.5	33.8	28.8	81.3	80.5	78.4	N/A	N/A
Female	120	100	30.3	47.7	22	81.7	83.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	89	98.9	22.6	36.9	40.5	85.7	87.7	87.8	Yes	Yes
African American	70	100	40.3	50	9.7	80.6	68.4	69.3	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	94.9	93.5	I/S	I/S
Hispanic	40	97.5	48.3	34.5	17.2	72.4	78.3	78.3	I/S	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	79.5	83.2	I/S	I/S
Disability Status										
Disabled	32	100	64.5	16.1	19.4	51.6	46.1	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	39	97.4	47.1	35.3	17.6	73.5	79.2	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	150	98.7	38.3	39.8	21.9	80.5	72.9	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	142	100	35.9	53.9	10.2	64.1	70.6	67.3
Gender								
Male	65	100	29.3	56.9	13.8	70.7	70.1	66.9
Female	77	100	41.4	51.4	7.1	58.6	71.1	67.7
Racial/Ethnic Group								
White	54	100	27.5	49	23.5	72.5	80.2	79.6
African American	53	100	42.6	55.3	2.1	57.4	50.4	49.7
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	86.4	84.4
Hispanic	23	100	N/A	N/A	N/A	61.1	60.1	59.4
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	76.3	69.5
Disability Status								
Disabled	21	100	70	25	5	30	33.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	27	100	N/A	N/A	N/A	59.1	60.6	58.6
Socio-Economic Status								
Subsidized meals	99	100	40.7	51.2	8.1	59.3	57.1	55.4

Social Studies

All Students	139	100	25.2	50.4	24.4	74.8	73.2	70.9
Gender								
Male	56	100	22.4	53.1	24.5	77.6	72.8	70.1
Female	83	100	27	48.6	24.3	73	73.7	71.7
Racial/Ethnic Group								
White	61	100	22.4	41.4	36.2	77.6	79.8	79.2
African American	47	100	32.5	60	7.5	67.5	57.9	58.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	86.9	86.8
Hispanic	23	100	17.6	52.9	29.4	82.4	67.8	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	69.8	71.2
Disability Status								
Disabled	20	100	21.1	68.4	10.5	78.9	40	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	21	100	19	52.4	28.6	81	69	68
Socio-Economic Status								
Subsidized meals	95	100	31.3	46.3	22.5	68.8	61.6	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	211	99.5	35.4	39.2	25.4	64.6	74	72.1	96.5	96.2
Gender										
Male	91	98.9	38.8	41.3	20	61.3	67.2	65.2	96.2	96.2
Female	120	100	33	37.6	29.4	67	81.1	79.2	96.8	96.3
Racial/Ethnic Group										
White	87	98.9	21.7	42.2	36.1	78.3	81.6	80.8	96	96.1
African American	71	100	47.6	38.1	14.3	52.4	58.6	59.7	97.1	96.2
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	88.8	87	97.7	97.5
Hispanic	39	100	41.4	37.9	20.7	58.6	63.1	64.6	96.8	96.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	74.7	73.4	95.9	94.8
Disability Status										
Disabled	37	100	61.1	27.8	11.1	38.9	29.5	27.7	95.9	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
English Proficiency										
Limited English Proficient	38	100	38.2	38.2	23.5	61.8	62.9	63.7	97.3	97
Socio-Economic Status										
Subsidized meals	147	100	38.8	39.5	21.7	61.2	61.1	61.9	96.4	95.6

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	67	100	24.6	44.6	30.8	75.4
	4	84	100	29.5	46.2	24.4	70.5
	5	85	100	17.5	50	32.5	82.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	61	100	10.5	36.8	52.6	89.5
	4	70	100	27.4	43.5	29	72.6
	5	82	97.6	17.1	54.3	28.6	82.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	67	100	47.7	35.4	16.9	52.3
	4	84	100	29.5	50	20.5	70.5
	5	85	100	33.8	57.5	8.8	66.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	61	100	28.1	31.6	40.4	71.9
	4	70	100	30.6	54.8	14.5	69.4
	5	82	97.6	40	38.6	21.4	60
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	33	100	41.9	45.2	12.9	58.1
	4	84	97.6	28.6	62.3	9.1	71.4
	5	42	95.2	28.9	60.5	10.5	71.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	32	100	36.7	43.3	20	63.3
	4	70	100	35.5	53.2	11.3	64.5
	5	40	100	N/A	N/A	N/A	63.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	34	94.1	31.3	46.9	21.9	68.8
	4	84	100	25.6	56.4	17.9	74.4
	5	43	97.7	30	42.5	27.5	70
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	29	100	14.8	44.4	40.7	85.2
	4	70	100	21	62.9	16.1	79
	5	40	100	41.2	32.4	26.5	58.8
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	68	100	34.8	33.3	31.8	65.2
	4	85	95.3	31.6	52.6	15.8	68.4
	5	86	100	27.2	42	30.9	72.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	61	100	34.5	32.8	32.8	65.5
	4	70	100	43.5	45.2	11.3	56.5
	5	80	98.8	29	39.1	31.9	71
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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